



College and Career Readiness

P-20 Council – April 27, 2011



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State of Illinois P-20 Council

-Mission Statement -

The mission of the Illinois P-20 Council is to deliberate and make recommendations to the Governor, Illinois General Assembly, and state agencies for developing a seamless and sustainable statewide system of quality education and support, from birth through adulthood, that maximizes students' educational attainment, opportunities for success in the workforce and contributions to their local communities.

GOAL: 60% of all Illinois residents attain a high quality academic degree and/or industry-recognized certificate or credential by 2025.

College & Career Readiness

-Mission Statement-

The mission of the College and Career Readiness Committee is to make actionable recommendations to the P-20 Council on what skills, systems, resources, and alignment efforts are required for all Illinois residents to be college and career ready in an innovative and globally competitive society.

College & Career Readiness

-Lifelong Learning Vision -

The Vision of the *P20 Committee on College and Career Readiness* is to unlock the secret to the development of individuals capable of solving our society's problems and growing our economies.

Although rooted in solid academic performance, success goes beyond the formal educational experience. Knowledgeable people who are engaged both socially and professionally are the product of a nation's educational system. With this insight, we are better prepared to reform our educational systems to meet society's needs.

Defining the Challenge

A Crisis and an Opportunity

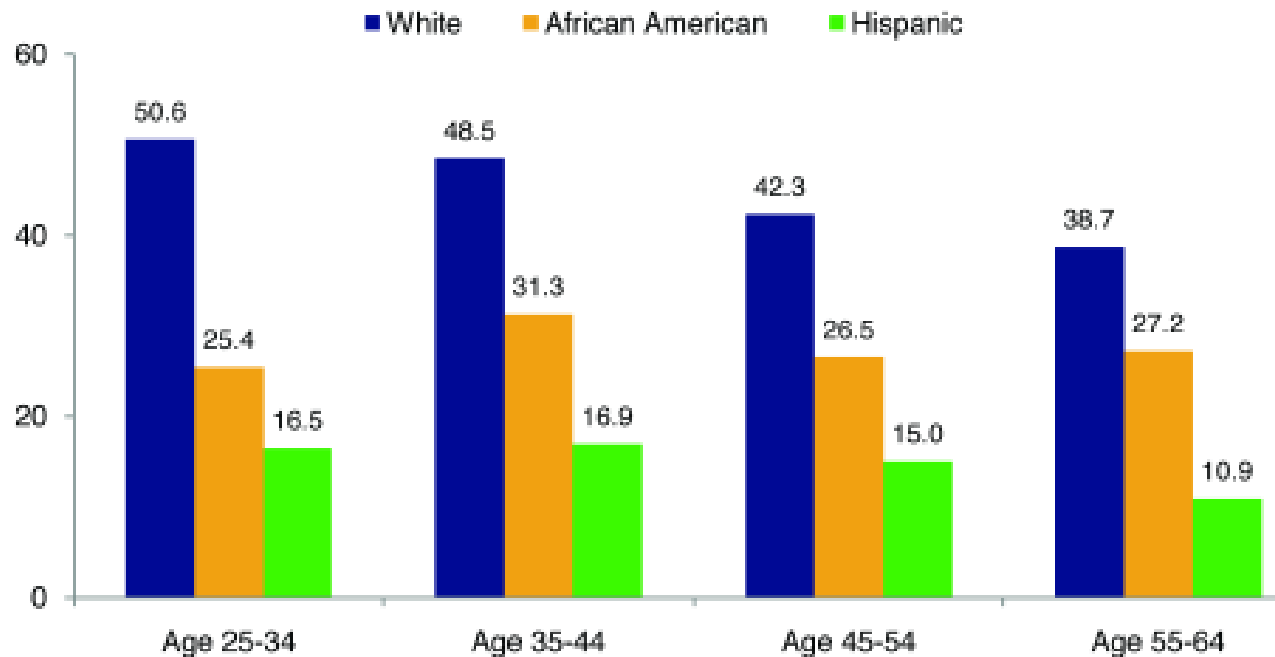
- ▶ More than 70% of Il students who graduate high school, start some kind of advanced training or education within two years of receiving their high school diplomas.
- ▶ Yet for too many, the journey ends long before graduation day. They become college dropouts.
 - ▶ Just over half of students who start 4-year bachelor's degree programs full-time finish – in six years.
 - ▶ Fewer than three out of ten students who start at community colleges full-time graduate with an associate degree in three years.
- ▶ In Illinois, of every 100 9th grade students...
 - ▶ 46 enter college the fall after graduating from high school;
 - ▶ 11 graduate with a bachelor's degree in four years;
 - ▶ 4 graduate with an associate's degree in three years; and
 - ▶ 43% of Illinois' young adults (ages 25-34) have a college degree.

▶ Source: *Complete College America*

Defining the Challenge

A Crisis and an Opportunity

Educational Attainment Key to Skilled Workforce



Percent of adults with associate's degree or higher, by age and race/ethnicity, 2006. Increasing college degrees among all Illinois students will be crucial for Illinois to meet the workforce needs of the future.

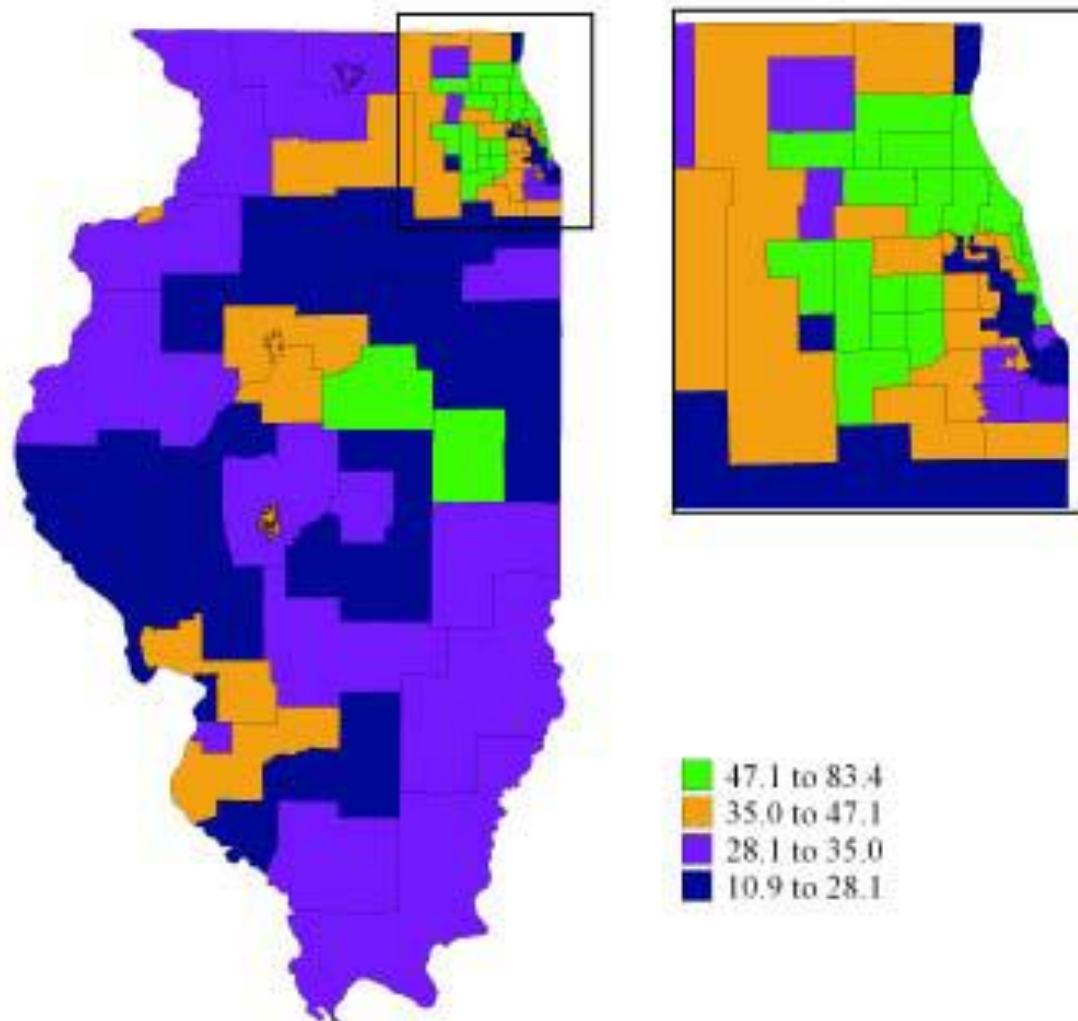
Source: *IBHE Public Agenda for College and Career Success*

Defining the Challenge

A Crisis and an Opportunity

**Percent of population age 25-64
with an associate's degree or
higher, 2006**

Regional variations in college
credentials show large gaps – and
opportunities –
in raising the level of educational
attainment in Illinois.



Source: *IBHE Public Agenda for College and Career Success*

Defining the Challenge

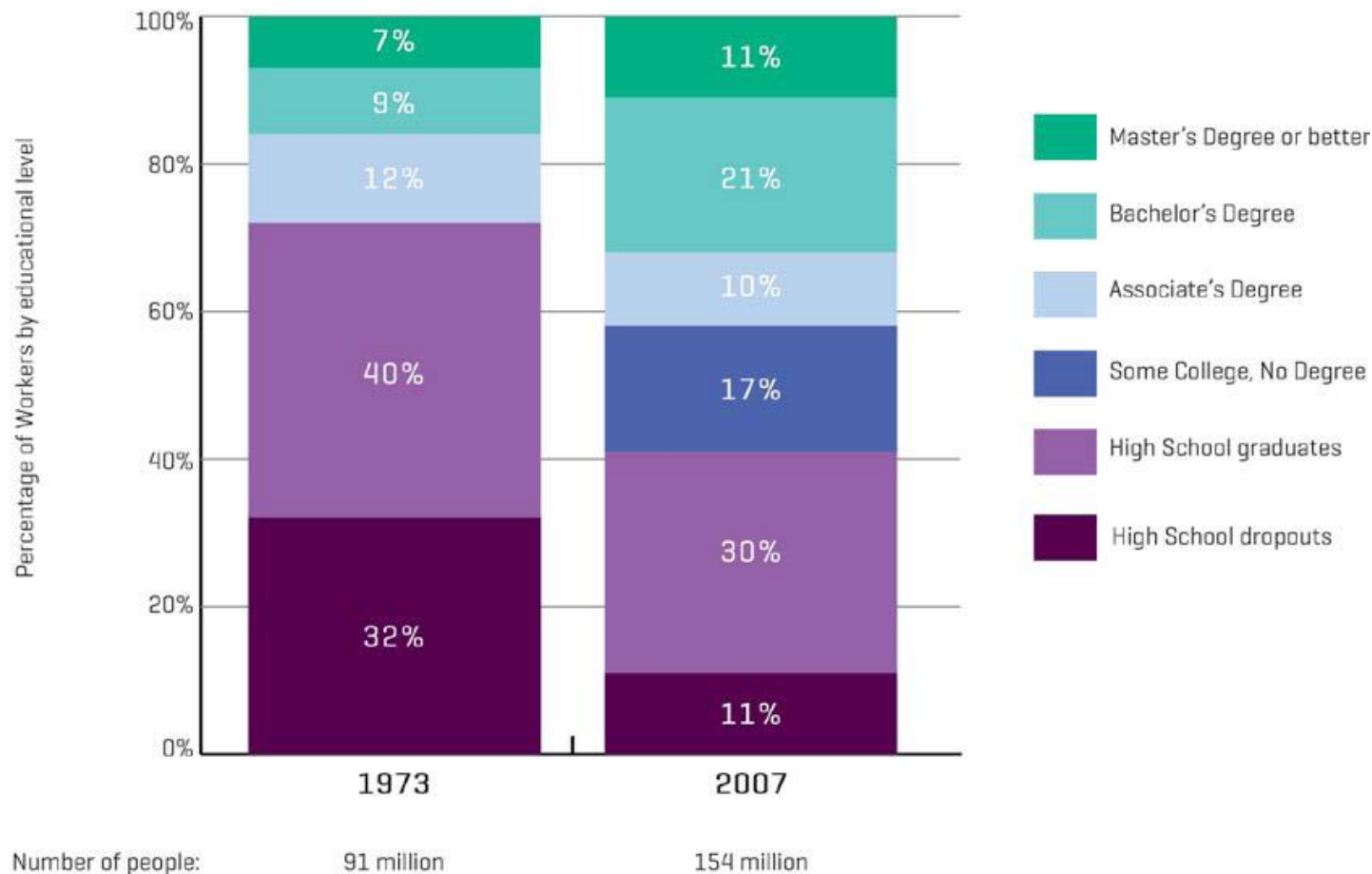
A Crisis and an Opportunity

- ▶ Lack of college and career readiness has a significant economic impact on Illinois' and the United States' competitiveness.
- ▶ The nation loses more than \$3.7 billion a year because too many students are not learning the basic skills needed to succeed in college or work while they are in high school.
 - ▶ \$1.4 billion to provide remedial education to students who have recently completed high school, including government and tuition costs.
 - ▶ \$2.3 billion that the economy loses because remedial reading students are more likely to drop out of college without a degree, thereby reducing their earning potential.
 - ▶ Source: *Alliance for Excellent Education*
- ▶ “Boomers” will be retiring by 2011 as the number of workers ages 65-74 will increase by 83 percent (Source: *National Association of Manufacturers*).
- ▶ Illinois faces a talent gap where skill levels produced no longer align with market needs.

Defining the Challenge

A Crisis and an Opportunity

Since 1973, jobs that require at least some college have exploded while opportunities for those with just a high school education have shrunk dramatically



Source: CPS data, various years; *Center on Education and the Workforce* and *Pathways to Prosperity*

Defining the Challenge

A Crisis and an Opportunity

- ▶ “...a narrowly defined “college for all” goal – one that does not include a much stronger focus on career-oriented programs that lead to occupational credentials-seems doomed to fail” – *Pathways to Prosperity*
- ▶ Illinois needs a college and career readiness strategy where all residents have access to high quality degree and credential opportunities that prepare them for the jobs of the present and the future.
- ▶ Illinois needs to increase the number of people with quality degrees and credentials with a particular emphasis on high need areas and those that align with the state’s economic development objectives.

Collaborative College and Career Readiness Framework

- ▶ Define College and Career Readiness for Illinois
- ▶ Connect and Maximize use of Data across P-20 and Workforce Pipeline
- ▶ Align P-20 Curriculum and Instruction to Career Pathways that include Common Core College and Career Readiness Standards
- ▶ Align Assessments and Certifications to College and Career Pathways
- ▶ Develop a New Public-Private Infrastructure for Employer Engagement and Partnership
- ▶ Expand Professional Development to Improve College and Career Readiness
- ▶ Target Educational Resources for and Access to Remediation

Defining College and Career Readiness for Illinois

Goal	Adopt a college and career readiness definition for all students that is inclusive of the four dimensions of college readiness (key cognitive strategies, content knowledge, academic behaviors, and “college knowledge”) (Conley, 2007) and that includes three major skill areas: 1) Core Academic Skills, 2) Employability Skills, and 3) Pathway Skills.
Challenges	<ul style="list-style-type: none"> • The terms “college ready” and “career ready” are used interchangeably. However, the primary focus has been limited to traditional academic skills that allow students to successfully enroll in postsecondary education. • Current education programs are not meeting the skill requirements necessary to successfully transition into careers, particularly in growing economic development sectors.
INITIAL RECOMMENDATIONS	
Governor and General Assembly	<ul style="list-style-type: none"> • Embed college and career readiness definition and related common core standards within K-12 graduation requirements.
State Agencies	<ul style="list-style-type: none"> • Continue to implement the Common Core Standards statewide. • Develop measures for tracking implementation and recognizing schools and districts that are college and career ready.

Connect and Maximize use of Data Across P-20 and Workforce Pipeline

Goal	P-20 and workforce data should be used to support broad talent pipeline analysis for accountability as well as used to inform and support education and career planning tools and related continuous improvement systems.
Challenges	<ul style="list-style-type: none"> • Fragmented data systems between State agencies. • No identified solution for central I.D. management across systems. • There is limited infrastructure in place to review talent pipeline performance as part of continuous improvement. • Student data is not organized to support P-20 portfolio development.
INITIAL RECOMMENDATIONS	
Governor and General Assembly	<ul style="list-style-type: none"> • Establish new definitions, accountability and tracking measures for post-secondary program success, including data on transitions to workforce. • Appropriate funding and manage build-out of proposed Learning and Performance Management System (LPMS) to support the personalization of learning through college and career planning tools and portfolio resources.
State Agencies	<ul style="list-style-type: none"> • Develop a solution for central I.D. management across statewide longitudinal data systems that link education with workforce and social service data. • Improve link between student and workforce longitudinal data to support personalized college and career planning tools.

Align P-20 Curriculum and Instruction to Career Pathways that include Common Core College and Career Readiness Standards

Goal	Enable all students to explore and pursue a personalized education plan or Program of Study based on their academic and career interests.
Challenges	<ul style="list-style-type: none"> • Secondary schools do not have capacity to enable student program choice. • Secondary Curricula not informed by industry (jobs in demand and required skills). • Need for improved articulation around gateway courses by career pathways/programs of study. • Lack of real-world opportunities to demonstrate work readiness skills .
INITIAL RECOMMENDATIONS	
State Agencies	<ul style="list-style-type: none"> • Incentivize the development and support of P-20 Programs of Study that are designed and informed by industry participation in those areas critical to the State's economic growth. • Provide incentives (e.g. tax credits, work study, etc...) to leverage industry participation in work-based learning. • Support existing and expand dual credit initiatives around pathways.
Public and Business Community	<ul style="list-style-type: none"> • Support continuum of work-based learning opportunities. • Participate in Program of Study continuous improvement initiatives such as Pathways to Results, to ensure statewide frameworks are aligned to employer needs and the National Career Cluster Framework.

Align Assessments and Certifications to College and Career Pathways

Goal	All students should be assessed on skills relevant to successfully transition to college and careers as well as have the ability to earn industry relevant credentials and certifications as part of a P-20 portfolio.
Challenges	<ul style="list-style-type: none"> • Current student assessments do not reflect skills needed for successful transitions to college and the workplace. • There is no single recognized employability assessment. • Students are not provided enough opportunities to demonstrate knowledge through real-world problems using interdisciplinary skills. • Programs are often not aligned to promote and support student attainment of industry relevant credentials as part of their portfolio.
INITIAL RECOMMENDATIONS	
State Agencies	<ul style="list-style-type: none"> • Develop a college and career readiness assessment framework to measure academic, employability and pathway skills for all students. Assessments must be consistent with and build on the Common Core Standards implementation and the Partnership for the Assessment of Readiness for College and Careers (PARCC).
Public and Business Community	<ul style="list-style-type: none"> • Identify a recommended sequence of employability and pathway assessments for each cluster-based P-20 Program of Study, including industry-recognized stackable credential opportunities based on clusters.

Develop a New Public-Private Infrastructure for Employer Engagement and Partnership

Goal	Create a new, innovative public-private education infrastructure that can advance college and career readiness by coordinating statewide networks of P-20 education partners, business, labor, and other organizations based on career clusters.
Challenges	<ul style="list-style-type: none"> • Students, educators and learning managers do not have the means to meaningfully participate as members of open-collaborative networks. • Current industry involvement is often not sustained due to lack of formalized relationships. • Need for standardized approach to work-based learning to build a pipeline of opportunities for P-20 partners.
INITIAL RECOMMENDATIONS	
Governor and General Assembly	<ul style="list-style-type: none"> • Establish a governance structure to support the formation, management, and sustainability of STEM Learning Exchanges.
Public and Business Community	<ul style="list-style-type: none"> • Participate in STEM Learning Exchanges to establish statewide networks of P-20 institutions, employers and other organizations to share resources, align programs and develop talent pipelines by industry sector.

Expand Professional Development to Improve College and Career Readiness

Goal	Provide educators opportunities to participate as members of open - collaborative professional learning communities that are continuous and engage peers to peer networks, professionals, and industry mentors.
Challenges	<ul style="list-style-type: none"> • Professional development is episodic and not systemic or coordinated with industry involvement. • Industry engagement with educators is often targeted narrowly to Career and Technical Education programs. • Better integration is needed between academic and technical content.
INITIAL RECOMMENDATIONS	
State Agencies	<ul style="list-style-type: none"> • Strengthen pre- and in-service professional development requirements and incentives for teachers to connect with industry as a part of professional learning communities.
Public and Business Community	<ul style="list-style-type: none"> • Increase externship opportunities for teachers and access to professional networks like STEM Learning Exchanges.

Increase Resources and Access to Remediation

Goal	In order to meaningfully participate in college and career planning, students who require remediation across the P-20 pipeline need to be identified earlier and met with effective interventions.
Challenges	<ul style="list-style-type: none"> • Too many postsecondary students require remediation resulting in increasing costs for colleges and a significant student drop out rate. • The need for remediation further prevents students from opportunities to explore academic and career interests. • Lack of uniform assessment system across P-20 education does not accurately identify achievement level necessary for successful transitions.
RECOMMENDATIONS	
State Agencies	<ul style="list-style-type: none"> • Support the expansion of the College and Career Readiness Pilot Project Act across all Illinois Community Colleges. • Target incentives and interventions earlier at educational transition points. • Support scaling up bridge program offerings at community colleges to better manage remediation for low-skill adults. • Continue to align secondary courses to entry level college credit courses. • Continue to support Illinois' participation in Complete College America.
Public and Business Community	<ul style="list-style-type: none"> • Broaden opportunities for students requiring remediation to engage in applied learning contexts to increase the relevancy of their education.

Goals Summary

- ▶ **Defining College and Career Readiness for Illinois:** Adopt a college and career readiness definition for all students that is inclusive of the four dimensions of college readiness (key cognitive strategies, content knowledge, academic behaviors, and “college knowledge”) (Conley, 2007) and that includes three major skill areas: 1) Core Academic Skills, 2) Employability Skills, and 3) Pathway Skills.
- ▶ **Connect and Maximize use of Data across P-20 and Workforce Pipeline:** P-20 and workforce data should be used to support broad talent pipeline analysis for accountability as well as used to inform and support education and career planning tools and related continuous improvement systems.
- ▶ **Align P-20 Curriculum and Instruction to Career Pathways that include College and Career Readiness Standards:** Enable all students to explore and pursue a personalized education plan or Program of Study based on their academic and career interests.
- ▶ **Align Assessments and Certifications to Pathways:** All students should be assessed on skills relevant to successfully transition to college and careers as well as have the ability to earn industry relevant credentials and certifications as part of a P-20 portfolio.
- ▶ **Develop a New Public-Private Infrastructure for Industry Engagement and Partnerships:** Develop a New Public-Private Infrastructure for Industry Engagement
- ▶ **Expand Professional Development to Improve College and Career Readiness:** Provide educators opportunities to participate as members of open -collaborative professional learning communities that are continuous and engage peers to peer networks, professionals, and industry mentors.
- ▶ **Increase Resources for and Access to Remediation:** In order to meaningfully participate in college and career planning, students who require remediation across the P-20 pipeline need to be identified earlier and met with effective interventions.

Initial Recommendations Summary

State Agencies

- Continue to implement the Common Core Standards statewide.
- Develop measures for tracking implementation and recognizing schools and districts that are college and career ready.
- Develop a solution for central I.D. management across statewide longitudinal data systems that link education with workforce and social service data.
- Improve link between student and workforce longitudinal data to support personalized college and career planning tools.
- Incentivize the development and support of P-20 Programs of Study that are designed and informed by industry participation in those areas critical to the State's economic growth.
- Provide incentives (e.g. tax credits, work study, etc...) to leverage industry participation in work-based learning.
- Support existing and expand dual credit initiatives around pathways.
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- Strengthen pre- and in-service professional development requirements and incentives for teachers to connect with industry as a part of professional learning communities.
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- Support scaling up bridge program offerings at community colleges to better manage remediation for low-skill adults.
- Continue to align secondary courses to entry level college credit courses.
- Continue to support Illinois' participation in Complete College America.

Initial Recommendations Summary

Governor and General Assembly

- Embed college and career readiness definition and related common core standards within K-12 graduation requirements.
- Establish new definitions, accountability and tracking measures for post-secondary program success, including data on transitions to workforce.
- Appropriate funding and manage build-out of proposed Learning and Performance Management System (LPMS) to support the personalization of learning through college and career planning tools and portfolio resources.
- Establish a governance structure to support the formation, management, and sustainability of STEM Learning Exchanges.

Public and Business Community

- Support continuum of work-based learning opportunities.
- Participate in Program of Study continuous improvement initiatives such as Pathways to Results, to ensure statewide frameworks are aligned to employer needs and the National Career Cluster Framework.
- Identify a recommended sequence of employability and pathway assessments for each cluster-based P-20 Program of Study, including industry-recognized stackable credential opportunities based on clusters.
- Participate in STEM Learning Exchanges to establish statewide networks of P-20 institutions, employers and other organizations to share resources, align programs and develop talent pipelines by industry sector.
- Increase externship opportunities for teachers and access to professional networks like STEM Learning Exchanges.
- Broaden opportunities for students requiring remediation to engage in applied learning contexts to increase the relevancy of their education.